

THE MICRO TEACHING STUDENTS' STRATEGIES TO DEAL WITH CLASSROOM MANAGEMENT

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ABSTRACT

Many studies have done to investigate student-teachers' problem to deal with classroom management in the real class., but only a few studies that investigate how micro teaching students learn to deal with classroom management in their simulation class (micro teaching class). Whereas, before taking teaching practicum, the student-teachers are trained in micro teaching class. Therefore, it is important to know how a prospective student-teachers to deal with classroom management in micro teaching class, as their preparation before taking teaching practicum. This study is conducted to know what strategy that used by micro teaching students to deal with classroom management. To create an attractive class environment, a teacher should acquire some strategies that will help them to attract and keep students' attention toward the learning process(Scrivener, 2012). There are several strategies revealed by Trynor (2005) that used as the theoretical background for this study. The data is collected through stimulated recall interview with 8 micro teaching students from English Language Education Program, Satya Wacana Christian University. The participants are chosen using sample of convenience. The finding shows laissez-faire is the strategy that often used by micro teaching students in dealing with classroom management while coercive strategy is rarely used. Furthermore, task-based oriented strategy is not used to handle students misbehavior because some reasons such as time limitation and teacher anxiety of negative label that perharps will be given by the students. The result of this study give insights for micro teaching students about some strategies that perhaps can be implemented in dealing with classroom management.

Key words : micro teaching, strategies, classroom management,